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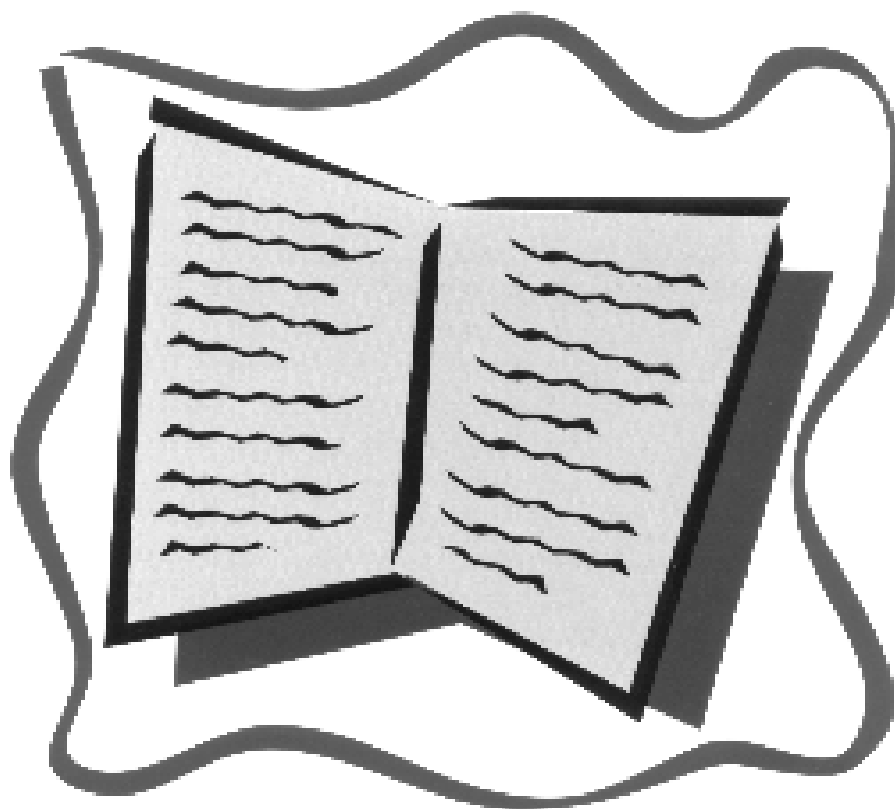
ITERACY



*T*EACHING LITERACY
IN LANGUAGES
IN YEAR 7



NEW SOUTH WALES
DEPARTMENT
OF SCHOOL
EDUCATION



Teaching literacy in languages in Year 7

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Acknowledgements

Julie Flynn	Tempe Languages High School
Alice Koloveros	Cecil Hills High School
Greg Robinson	Vincentia High School
Coralie Egan	Consultant
Alex Mandel	Port Jackson District Office
Karen White	Curriculum Directorate
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SCIS Order Number: 913830

ISBN: 07313 08247

Product number: 10818



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Chapter 1:

Literacy in the languages key learning area

Defining literacy

Literacy is the ability to read and use written information and to write appropriately, in a range of contexts. It is used to develop knowledge and understanding, to achieve personal growth and to function effectively in our society. Literacy also includes the recognition of number and basic mathematical signs and symbols within text.

Literacy involves the integration of speaking, listening and critical thinking with reading and writing. Effective literacy is intrinsically purposeful, flexible and dynamic and continues to develop throughout an individual's lifetime.

All Australians need to have effective literacy in English, not only for their personal benefit and welfare but also for Australia to reach its social and economic goals.

Australia's Language and Literacy Policy,
Companion Volume to Policy Paper, 1991

Literacy can be taken to mean the whole range of practices which surround and give effect to written language. Written language is the grapho-numeric representation of sound symbols.

Effective literacy allows learners to:

- break the code of the written form;
- participate in the meanings of text, including understanding and composing meaningful texts; and
- recognise the different social functions of different kinds of texts and how these functions shape the way texts are structured.

Today, literacy can be described in very broad terms. This book will define literacy more specifically and will also show how to go about teaching literacy in a systematic and explicit way to facilitate the teaching of content.

Literacy in the languages KLA

Just what are we referring to when we talk about literacy in the languages KLA?

There are three issues for languages teachers:

- the development of literacy competencies in languages other than English
- the transferability of these literacy skills from language to language
- the enhancement of English literacy skills through the learning of a language other than English.

The development of literacy competencies in languages other than English

Literacy gives people access to some of the most powerful symbolic systems in a culture. Becoming literate in any language is not a process of skills learning. Rather it is a way of making sense of the world which is inseparable from culture (Makin & Diaz, 1995).

In language-literate societies, children begin their literacy learning very early. Children come to school already equipped with the basic strategies for learning to decode messages in printed form. Being able to associate sound with print and recognising written symbols are examples of early skills in literacy development.

In the languages classroom, the focus is on developing oracy and literacy skills in the target language. Teaching strategies assist students to communicate in that language, at the same time giving them an understanding of how the target language works.

The transferability of these literacy skills from language to language

As students gradually come to understand the target language, they also develop a conscious understanding of how to manipulate language in order to convey meaning. The constant comparing and reviewing of word, sentence and text constructions allow students to develop their knowledge of how language as a system operates. These skills for decoding new language are transferable from language to language, whether from first language to second language or from second to third language.

The nature of the languages classroom requires teachers to talk about and encourage students to discuss grammatical, syntactical and phonological phenomena which are revealed in the process of acquiring the target language. Languages teachers who use the strategy of drawing comparisons or highlighting differences with the English language do so as a means of clarifying certain language features of the target language. This aspect of languages classrooms is fundamental in developing an understanding of the world of language. No other area of the school curriculum can offer this opportunity for comparative language analysis. Understanding the function of one language in the context of another is a powerful tool for understanding language as a system.

The enhancement of English literacy skills through the learning of a language other than English

Students entering schools in NSW have had diverse experiences with the English language. Many have experience of other languages, reflecting our multilingual and multicultural society. Some students may have entered school with no English at all, while others may enter school with bilingual ability. These students should be encouraged to maintain and develop their first language, so that concept development can continue while English language skills are learned (Cummins, 1976).

Recent Australian research has also identified the benefits that English-speaking students gain in the development of early literacy after only a year's study of a second language (Yelland, Pollard and Mercuri 1993). The research was based on earlier research findings that, as a child's competency in the second language increased, the child gained an explicit knowledge of language structure. The knowledge that different language systems exist enables the student to manipulate language more proficiently.

Languages students, while developing proficiency in the target language, develop literacy skills which apply both to the target language and to English. Decoding messages, reading for meaning, scanning a text and predicting the message of a text through cues, are literacy strategies employed by students in all languages to make meaning. At the same time an awareness of how language as a system works is being developed.

Languages teachers recognise that students with underdeveloped skills in English can succeed in the languages classroom. They also recognise the benefits to students of non-English speaking background, whose English skills improve as they further develop their first language. When teachers use explicit strategies for developing language and literacy, their students are able to decode language much more easily and are able to make comparisons between languages and draw conclusions about how their own language works.

This book provides explicit teaching strategies to assist in the development of students' literacy competencies in the languages classroom. These strategies will further assist students to manipulate and construct language for specific purposes.

First and second language development and literacy

Research on language acquisition has revealed that, in both first language and second language acquisition, systematic and predictable stages or sequences can be discerned. (Lightbown & Spada, 1990). An important finding about developmental sequences is how they may interact and transfer from a learner's first language. For example, German learners of English will pass through a phase of asking questions without inversion. However, once they notice that English questions have subject-auxiliary inversion, they will tend to assume that subject-verb inversion is possible. This interaction between language features (which are transferred between the learner's first and second language), illustrates how the learner uses a variety of sources of knowledge to learn the second language.

In trying to grasp the second language, learners employ strategies which have benefits for cognitive development and social interaction. Following are some examples of these strategies:

- Bridging is a process whereby learners seem to make concept links between the second and the first language. Learners apply new words to concepts already known in the first language. For example, a student who already knows the names of animals in the first language will learn to rename them in the target language.
- Chunking or using formulaic speech involves memorising chunks of language, phrases and single words to allow the learner to sustain social interaction by picking up and imitating phrases in the second language. For example, early literacy learners may learn to say "gimmedat" or "tankyou" before learning the correct form. Thus in pre-literacy classes in the target language students may tend to chunk phrases as they hear them. Access to the written form assists students in distinguishing letters, symbols and words.
- Creating is the process by which learners make variations on words and phrases already learned.

These strategies are adopted both in a natural second language learning environment and in an instructional environment, such as a classroom. Communicative activities in many languages classrooms expose students to a variety of opportunities for decoding language, which in turn assist the wider language learning process.

As our students' proficiency in the target language increases, we develop their literacy skills by providing activities and exercises to meet their higher literacy demands and expectations. This approach develops literacy skills in the target language, at the same time reinforcing literacy competencies in English.

This is particularly the case for students of non-English speaking background who, through access to study of their first language, build on their literacy competencies in their first language, so that these skills may be transferred to English. Researchers such as Jim Cummins (1986), Virginia Collier (1989) and Muriel Saville-Troike (1984) have found that:

- continued learning in the first language for non-English speaking students is important to their cognitive development; and
- teaching in the first language in the school context is the key to success in English.

The need for explicit teaching of literacy in the languages classroom

The communicative approach to teaching languages involves students in learning the language itself, and the style of instruction places emphasis on the interactive use of language. Often realistic material and general interest topics are incorporated in the lessons, and the teaching involves the learners using the language in a variety of contexts.

As languages teachers we often employ explicit strategies to highlight the conscious process of language use. For example, the use of a variety of communicative activities, such as cloze, barrier games, and mind mapping, gives learners the opportunity to use their understanding of other language features, such as syntax, grammar and intonation, to make meaningful guesses.

We also scaffold and organise the teaching of the target language in manageable chunks so that students are given the appropriate level of the language for maximum understanding and productivity. Thus we are implementing a logical, step-by-step approach to the acquisition of language and the development of literacy.

As teachers we select appropriate teaching and learning strategies to reflect syllabus outcomes and students' needs and learning styles, as well as school and community expectations. Whatever strategies we use in the classroom, we need to consider the following points:

- an *awareness of the features of language and experimentation* are central in the development of literacy skills at all stages for all languages. For example, Year 7 students commencing the study of Indonesian will first go through the processes of recognising print and experimenting with the language. These processes will lead to the effective use of the language to convey meaning as a writer and to comprehending text as a reader.

Anecdotal data collected by Lightbown and Spada (1993) from a number of classroom studies support the view that instruction which focuses on form and corrective feedback, given in the context of a communicative program, are more effective in promoting second language learning than programs which emphasise only accuracy or fluency.

- *Form-focused instruction* can be provided by creating activities which draw the learners' attention to forms of communication, by developing contexts in which they can seek feedback and by encouraging them to ask questions about language forms.
- A very important strategy for language learning is the *recognition of patterns*, both written and oral. In the communicative approach, it is necessary for learners to be made aware of the patterns in languages and to learn to interpret these correctly in order to enhance their comprehension and creative skills.
- It is important that we provide *opportunities that allow students to use the target language for a range of functions*. Learners should be given the opportunity to do such things as express personal opinions, justify, predict and hypothesise.
- We can provide additional support to students learning a new language by *scaffolding (organising) language-based activities* in ways which reflect a tiered approach to language. It is important to recognise that talk by the teacher provides a model of conversational forms.

- Teachers need to demonstrate explicitly to students the ways in which texts are organised to achieve particular purposes. Students should understand the features of different text types. For example, a list of instructions will be organised differently from an imaginative story or a retelling of one's experiences in a letter or diary. It further requires us to incorporate strategies that allow students to discuss the language features of texts. In the languages classroom, this explicit teaching not only facilitates the acquisition of the target language but also offers students the opportunity to develop an understanding of how language works. It is the skill of explaining how language as a system operates that is crucial to the development of literacy in any language.

Biliteracy

The importance of bilingualism and biliteracy has gained increasing recognition with statistics showing that 60% of the world's population is bilingual. To be able to speak, read and write in two or more languages is not only an asset for an individual, but also a valuable resource to a growing nation.

Students who use two languages exhibit abilities which are common to both. Concepts and capabilities are not stored in the brain in a separate system specific to the language from which they were initially acquired. The crosslingual nature of skills means that information gained in one language is transferred (linguistically) to the other language. (Cummins, 1986)

Teachers and school communities need to recognise the relationship between first and second language development. Students will benefit from a positive acknowledgment of the role of the first language in the second language classroom, and will be encouraged to use the cognitive and linguistic resources of both languages.

Skills areas

Languages teaching involves meshing the four skills of listening, reading, writing and speaking. While the four skills can be viewed separately, they are often integrated in the languages classroom.

Communicating through the four skills cannot take place appropriately without an understanding of language as a system, including syntax and grammar. An important factor in the successful development of literacy is our ability to link the four language areas to learners' experiences.

As Sumison (1990) points out: "Children do not wait to become fluent talkers before beginning to develop as readers and writers". As soon as babies are able to enjoy their first books, they are exposed to print. Young children like to emulate adults and older siblings as they respond to and interact with print. They engage in imitated reading and writing behaviours which they gradually learn to generate for themselves.

Therefore, though we may view these skills individually, we need to remember that one skill is never far removed from another and that all four very often involve interaction with print.

Speaking and listening

Spoken language involves speaking and listening. Speaking and listening are learned through interaction with others.

Speaking and listening in the languages classroom will take various forms, depending on students' experiences with the target language. The following are some activities which may be used to develop speaking and listening:

- describing everyday events
- interviewing others in order to find out things
- explaining how things are done or how events take place
- instructing others to do things
- telling a story
- retelling a series of events from a literary text or experience.

This means that to be successful when **speaking**, students need to be able to:

- use talk to link prior understandings to new situations
- use talk as a preparation for reading
- use talk as a preparation for writing
- choose an appropriate form of speaking for the purpose
- choose an appropriate language form for the audience
- display an understanding of, and sensitivity to, cultural conventions
- offer explanations for events or phenomena
- express their wishes, feelings, needs and opinions
- engage in role play
- use pace, volume, pronunciation, enunciation and stress to enhance meaning in a rehearsed reading of a dialogue
- use body movement, facial expressions and gestures to enhance meaning.

When studying languages, students are expected to listen for a variety of purposes such as:

- to gain information
- to follow instructions.

This means that to be successful when **listening** students need to be able to:

- comprehend detail and the overall sense of the spoken text

- deduce meaning from the context in spoken language
- ask questions to clarify meanings
- identify the main idea and supporting details of a spoken text
- recognise when an opinion is being offered
- recognise the meaning of intonation and patterns.

Reading

Readers need to be able to predict what they are about to read and to confirm or reject the prediction on the basis of what follows. This process involves:

- using cues arising from written symbols (graphophonic)
- using meaning cues (semantic)
- using grammatical cues (syntactic).

Reading is an activity in which all three systems of cues in the text combine with the reader's experiences and understanding to produce meaning (Makin & Diaz, 1995). The reader needs to have prior knowledge in order for the meaning to be constructed. Predictions about meaning based on semantic cues in the text are possible when the reader knows something about the topic. Content words, such as nouns, adjectives and verbs, help to create mental pictures of the topic. The three cueing systems together have special implications for language learners.

No two languages have exactly the same print conventions. Some languages use the Roman alphabet, while others use the Cyrillic or Arabic alphabets. Chinese and Japanese use ideographs or characters to represent words or sounds. Other conventions that may differ are direction, spacing and punctuation.

When reading, language students often have limited background knowledge of the content and of the graphics. To compensate, they are often over-cautious and try to decode each word separately. This makes comprehension difficult. To make comprehension easier, we need to encourage students to read quickly for meaning by sampling, predicting and confirming rather than concentrating on individual letters and words. Successful readers can extract information from a greater amount of text and condense it into more meaningful chunks.

Reading involves dealing with the many different kinds of texts. Sometimes we read for enjoyment, sometimes we read to learn and sometimes we read to do things. The strategies that we use will differ according to our purpose and according to the text type. Students need to be exposed to a wide range of texts, which could include magazines, comics, newspapers, pamphlets, poetry, stories and information texts.

Prior knowledge about **text types** is important as learners proceed through their schooling. If the reader is familiar with different text types, such as narrative, description or report then reconstruction of the writer's message is facilitated (Makin & Diaz p. 152).

In studying languages, students read for many purposes, such as:

- to locate specific information
- to find out how to make or do something
- to gain enjoyment
- to make comparisons
- to draw conclusions and inferences
- to identify opinions and feelings.

This means that to be successful when **reading** students need to be able to:

- use word identification strategies, e.g. knowledge of words and their parts, such as root words, prefixes
- use a range of self-correcting strategies when reading, e.g. re-reading, reading on, slowing down, sub-vocalising
- read texts orally, utilising appropriate stress, pause and intonation
- select information important to the purpose of reading, e.g. scan a text to locate key information
- read for pleasure
- make notes about key features
- consult an index, contents page or glossary
- use diagrams accompanying the text.

Writing

Reading and writing are learned through the interaction with written texts and through developing knowledge about the ways in which written texts are constructed.

Learning to read and write includes:

- learning about the conventions of print;
- learning to use contextual, semantic, grammatical, graphological and phonological information; and
- learning to draft, revise, edit, proofread and publish writing.

To produce different types of texts, students need to know how and when to use writing. As teachers we are directly responsible for teaching the knowledge and skills of understanding how and when to write a variety of text types and how to analyse written texts.

For students learning a language other than English, writing is most successfully learnt together with the development of oral language skills. Initially, writing will focus on recognition of texts, copying and re-ordering texts. Eventually it will include accounts of personal experiences and the retelling of events. We should not assume that because students have experienced and talked about something, they will be able to write about it. Writing makes very different demands on the use of language. Students need exposure to a variety of written models, and demonstrations of the processes and products of writing.

In the languages classroom, the following are some of the purposes for which students are expected to write:

- to write letters, dialogues, postcards, personal diaries, etc.
- to entertain
- to recount a series of events.

This means that to be successful when **writing** students need to be able to:

- choose language appropriate to the audience and purpose
- plan writing through discussion with others and by making notes, lists or drawing diagrams
- record information from a variety of sources before writing
- re-read work during writing to maintain sequence and meaning, change words and phrases, or check for errors
- use a variety of drafting techniques (crossing out, cutting and pasting, using carets or arrows to show insertions)
- monitor their own progress as writers
- monitor their own word construction and attempt corrections through an understanding of word usage, including visual and phonic patterns, word derivations and meanings
- consolidate learning initiated in speaking and listening.

Writing activities could include:

- constructing an information report
- writing a short play or dialogue
- retelling a personal experience
- responding to others' writing.

As languages teachers we need to keep in mind that the four skills are developed together and that they are crucial to the development of literacy. Chapter 3 of this book outlines some explicit strategies which teachers could use in the classroom to facilitate this process.

Chapter 2:

The continuum of literacy development

During their primary years, students will have been involved in a wide range of English literacy experiences in all subjects. They may also have experienced learning languages other than English. The diversity of language backgrounds of students entering Year 7 means that students in the languages classroom may come to secondary school:

- as beginners in the target language
- having studied the target language in an Australian classroom setting
- having used the language in social and family settings
- having attended a school where the target language is taught alongside English as a medium of instruction
- having learned the language overseas as a second language
- having experienced the language as the medium of instruction in schools overseas
- as full bilingual users of the language with well-developed literacy skills.

As languages teachers we need to consider this diverse range of language learners and identify literacy strategies for the languages classroom.

A functional view of language and literacy development

In the Department of School Education, literacy activities are based on a functional view of language, which emphasises the way language is used to make meaning.

This functional view shows how language enables people to do things: to share information, to enquire, to express attitudes, to entertain, to argue, to have needs met, to reflect, to construct ideas, to order experiences and to make sense of the world. It is concerned with how people use language for real purposes in a variety of social situations. All these language exchanges, whether spoken or written, formal or informal, are called *texts*.

A functional view of language describes the ways in which the particular language choices we make influence, and are influenced by:

- the subject matter of the text
- the roles and relationships existing between the speaker and the listener or the reader and the writer
- whether the text is spoken or written.

For example, in a text about droughts you would expect to see language which describes and explains, and technical vocabulary about such things as rainfall patterns or land features, such as erosion, and their effects on people, animals and plants. On the other hand, in a text about how to construct a triangle you would expect to find language which instructs or commands, such as *mark*, *draw* and *measure*. You would expect to find words which name the equipment to be used, such as *compass* and *ruler*, and technical words which relate to mathematical concepts such as *arc*, *ray* and *segment*.

A functional view of language describes how language has evolved to meet our needs. The language we use has evolved within a culture which has particular beliefs, values, needs and ways of thinking about the world. For example, in the English language we have only one word *snow* which describes all different kinds of snow. The Inuit people have ten different words for snow covering all the different weather conditions. They need to be able to define *snow* more precisely because their survival could depend upon what weather conditions are prevailing.

As teachers we make students aware of these functions by ensuring that they are constantly engaged in talking, listening, reading and writing for a range of purposes. These purposes lead them to become familiar with a variety of different forms of reading, writing, talking and listening. These different forms of language are often called **text types**. The following table provides an overview of their purposes, structures and language features. These structures and language features relate to the English language system. In other languages they may be quite different. The culture in which the text has evolved will determine the language patterns and conventions used. Students will need to be explicitly shown how to organise their texts in the target language.

Table of text types

Text type	Purpose	Structure	Language features
Report	To classify and/or describe	<ul style="list-style-type: none"> • General statement or classification • Description 	<ul style="list-style-type: none"> • technical language • simple present tense • generalised terms
Recount	To retell a series of events	<ul style="list-style-type: none"> • Orientation • Sequence of events 	<ul style="list-style-type: none"> • descriptive language • past tense • time words to connect events • words which tell us where, when, with whom, how
Narrative	To entertain, amuse or instruct	<ul style="list-style-type: none"> • Orientation • Complication • Evaluation • Resolution • Coda (optional) 	<ul style="list-style-type: none"> • usually specific participants • time words used to connect events • action words predominate in complication and resolution • noun groups important in describing characters and settings
Procedure	To instruct someone how to do something	<ul style="list-style-type: none"> • Goal • Material or equipment • Steps 	<ul style="list-style-type: none"> • verbs usually at the beginning of each instruction • words or groups of words which tell us how, when, where, with whom
Explanation	To explain how or why something occurs	<ul style="list-style-type: none"> • Phenomenon identification • Explanation sequence 	<ul style="list-style-type: none"> • technical language • use of words such as <i>because</i>, <i>as a result</i>, to establish cause and effect sequences
Exposition	To persuade by arguing one side of an issue	<ul style="list-style-type: none"> • Thesis • Arguments (1-n) • Reinforcement of thesis 	<ul style="list-style-type: none"> • words that qualify, e.g. <i>usually</i>, <i>probably</i> • words that link arguments, e.g. <i>firstly</i>, <i>on the other hand</i>
Response	To respond to an artistic work	<ul style="list-style-type: none"> • Context of artistic work • Description of artistic work • Judgement 	<ul style="list-style-type: none"> • words which express judgements • descriptive language

Reference: *Literacy across the key learning areas, Years 7 & 8*, National Professional Development Program, 1996

Consider the following task:

Identify ten processed foods which you can buy or which you have at home. Describe the additives in them and discuss the health benefits or risks of these.

Let's think about what this task is actually asking of the students.

1. *Identify ten processed foods* requires students to look at a number of food products and read the packaging to determine which have additives. They would then need to locate the information about additives on the packaging, list these and probably to classify them depending upon whether they are, for example, food colours, preservatives or flavour enhancers. Students might require assistance with finding where on the packaging this information is located and with reading the names and symbols used to describe them. The teacher would probably need to develop the students' understandings of these additives using spoken language, so that they can read them with understanding and reproduce them correctly in writing.
2. *Describe the additives in them* requires students to define processed foods, to list some examples with their additives, perhaps as a table, and probably to include an explanation of how some of the additives work.
3. *Discuss the health benefits* requires students to provide information about the benefits of some additives.
4. *Discuss the risks* requires students to provide information about the effects of some foods additives.
5. Often tasks such as these require students to conclude with a recommendation or general statement about the benefits and risks.

Students should be shown how to break up the task into its component parts.

When setting tasks such as this it is important that we as teachers are clear about the purpose of the task, what we expect the students to produce and that this is explained clearly to the students. We should ensure that students have been previously supported in presenting information in ways which are appropriate to the particular task. We should also describe explicitly the criteria which will be used to evaluate the students' efforts.

In the early phase of language learning, students will be exposed to various text types and discourse forms. For example, they may read or write a short letter to someone or give an account of their routine daily activities. These could be in the form of a recount. As students' learning in the target language progresses, their capacity to use further text types and their sophistication in language use, will develop.

K-6 experiences with text types

Students' skills in using the listed text types would have been developed in a range of KLAs. Primary teachers tend to use an integrated model of teaching where the boundaries between the various KLAs are often blurred. For example a thematic unit of work in Year 6 on *Space* might incorporate aspects of science, technology, HSIE and mathematics. The same *Space* unit may be incorporated in the languages program, using the same aspects but presented in the target language. Within this unit of work students would have been speaking, listening, reading and writing for a number of purposes. They would have produced texts such as information reports, discussions, explanations and narratives.

Implications for teachers of languages in Year 7

The English K-6 Syllabus refers to *text types*, whereas languages syllabuses make reference to *discourse forms*. The purpose of most of the discourse forms encountered in languages learning can be linked to the standard text types defined in the English K-6 Syllabus, though they may vary in form, depending on the cultural contexts in which these texts are embedded.

The communicative approach to languages teaching gives prominence to dialogue and consequently to texts which are transcripts of spoken texts. Written dialogues are crucial in the language learning process, as they provide written support to the spoken language and form the link between spoken and written language.

In planning explicit support for students to meet the literacy demands of languages in the Year 7 curriculum, we need to:

- take into account the prior learning experiences of our students
- recognise that we are preparing students for the further demands of stages 4, 5 and 6
- consider the range of entry points of students into languages learning
- determine the outcome level towards which the students will be working in the target language.

We need to incorporate in our programs learning experiences which:

- involve students in reading, writing, speaking and listening to a variety of texts which relate closely to real-world purposes
- build on students' real-life experiences
- focus on the content students need to learn.

Students will benefit from having opportunities to

- experiment with and explore ways of expressing ideas and communicating meaning
- develop confidence in using spoken and written language in a variety of contexts

- develop their skills in writing for a number of purposes and audiences
- develop as independent learners as they use language to make their meanings clear.

Students will come to understand how language works through frequent talk about the written and spoken texts they are working with. As they read, write, talk in and listen to the target language, they should have many opportunities to focus on the grammatical features that successful texts employ. In this way students will develop and use a “shared language” for describing the way language works to achieve particular purposes.

Learning experiences should provide:

- clear models of successful texts
- opportunities for students to participate with their teachers and other learners in the joint construction of texts
- opportunities for students to create their own texts with support as they move towards independence.

Working with texts

Using a functional approach to explore text types in languages has a number of advantages. Firstly, with guidance, students will be able to make links between text types in English and those of the target language. Secondly, we can begin to explore with students how texts are organised to achieve particular purposes in the target language.

Students will often be attempting tasks which require them to use the target language in ways which are new to them. We need to analyse these tasks to ascertain the specific demands they make on students. If students are to recognise and understand these demands we need to give them appropriate support to help them fulfil the task required. For example, when students are given the task of writing a recount or report in the target language, we can assist students to:

- focus on the importance of writing
- discuss the language features of the particular text
- identify the structure of a text
- use a dictionary where appropriate
- draft and edit their writing
- review their work
- present their work in a variety of ways.

Learning environments need to be structured so that students are encouraged to take risks. We need to lead them towards an understanding that approximating is a natural and necessary aspect of real learning. As teachers it is our role to provide exemplary models to guide our students.

Text types and the languages KLA

Whatever students are learning, they use language to perform a range of functions. The way language is used will differ from one context to another, depending on:

- who is speaking or writing
- the intended listening or reading audience
- what is being spoken or written about
- what the occasion is
- how the message is communicated, i.e. whether it is spoken or written.

The purposes for which we use language affect the way the text will be organised.

The range and frequency of text types used in the languages classroom will depend on the students' proficiency in the target language. Year 7 students commencing the study of a language would not be expected to identify or produce in the target language more complex texts, such as expositions or discussions. As their language proficiency develops students need to be exposed to more complex texts to allow them to develop the capacity to create these texts themselves.

The English K-6 Syllabus categorises texts into two broad groups:

Literary texts, including media texts, which explore and interpret human experience to evoke in the reader or listener a reflective, imaginative or emotional response; and

Factual texts, including media texts, which present information, ideas or opinions in such a way as to inform, enlighten or persuade the reader or listener.

Students bring to languages learning the strategies that assisted them to develop their first language. These strategies include:

- making sound and symbol connections
- recognising and interpreting print
- using context and picture cues when interacting with text
- recognising and discussing different language patterns.

As languages teachers we are already aware that students need not be fluent in a second language before they begin to read and write in that language (Abramson & Seda 1990).

The following are examples of text types commonly used in languages classrooms. They are text types commonly found in languages course books or in authentic material, such as magazines or newspapers. They have been translated into English for easier accessibility by all languages teachers. Further examples with language specific texts can be found in Chapter 4 of this book.

Text 1 (written transcript of spoken language)

Maria: *Hi Mark. How are you?*

Mark: *Great! I'm going to Italy with my family.*

Maria: *Wow!*

Mark: *I'm going to see my penfriend in Rome.*

Maria: *So how are your plans going?*

Mark: *I'm going to apply for my passport. I'm waiting for a letter from my penfriend including a brochure on Rome. Then I'm going to send her my itinerary.*

Maria: *Wow! How exciting! Where are you going to stay?*

Mark: *I don't know yet.*

Maria: *Good luck! Send me a postcard!*

Mark: *OK! See you later!*

Language features

- Punctuation representing statements, questions and exclamations
- Progressive present tense for present and implying future (“going to” future)
- Expressions of greeting
- Conventions for opening and ending conversations.

Literacy demands

- Locating simple information
- Understanding the cueing of questions and answers and greetings
- Identifying key ideas
- Inferring word meaning from context
- Inferring information
- Making sound to print form connections.

Text 2 (a letter)

Dear Mark,

Hi! My name is Isabella. I am twelve years old.

I have two sisters, Caterina and Anna. Caterina is ten. Anna is seven. Do you have any brothers and sisters?

I live in Rome and I go to high school.

How are your plans going? Are you going to arrive in July? Please send me your itinerary.

See you soon.

Isabella

PS Here is a travel brochure on Rome.

Language features:

- Expressions of greeting
- Personal questions and answers
- Text is “spoken-like”
- Use of the personal pronoun “I”.

Literacy demands

- Knowledge of letter format, identifying and using stages of the letter format i.e. greetings, introduction, orientation, events, messages and signing off
- Locating information
- Interpreting and processing information
- Identifying the purpose of the text, i.e. is it a response or does it need a reply?

Text 3 (Accommodation advertisements)

The Napoletana Youth Hostel

Kitchen, showers
6 persons per room
5 minutes walk to bus stop
\$12 per night

Le Tre Amici Guest House

Comfortable,
family atmosphere,
large bathroom,
breakfast and dinner
included,
on bus route
\$80 per day

Hotel Bellissimo

Luxury, views,
private bathroom,
dining room,
centre of town,
\$120 per night.

Language features:

- Use of abbreviated style of writing in advertisements
- Specific vocabulary related to accommodation, e.g. hostel
- Use of numbers and money expressions
- Use of adjectival phrases, e.g. private bathroom.

Literacy demands

- Reading advertisement texts for specific information
- Decoding the abbreviated style of writing found in advertisements
- Matching graphic information (symbols, maps etc.) to textual information
- Recognising use of persuasive language.

The National Professional Development Program inservice modules *Literacy across the key learning areas Years 7 & 8* and the CD-ROM *Literacy for learning Years 5-8* contain information about text types and text structures. Teachers should consult these resources for further information.

Chapter 3:

Assessing, planning and programming for explicit teaching

In planning appropriate language learning programs, teachers will need to ascertain what skills, knowledge and understandings their students currently have. This information should be considered in relation to the content which is to be taught and the literacy skills the students have which will allow them access to the content.

The Department of School Education publication, *Principles for assessment and reporting in NSW government schools* (1996), sets out some useful guidelines for assessing students' performance and should be read in conjunction with this chapter.

Distinguishing between literacy in the context of the current document and achievement in the target language presents a special challenge for languages teachers. Performance in languages lessons is intended to be in the target language, and activities are designed to develop and practise that performance. Assessing students' literacy skills would need to be done through analysis of their performance in the target language.

Languages teachers will be able to identify in the students' performance in the target language those elements which indicate literacy achievement. These literacy skills will be those which are transferable between languages and which can have a formative effect on performance in English.

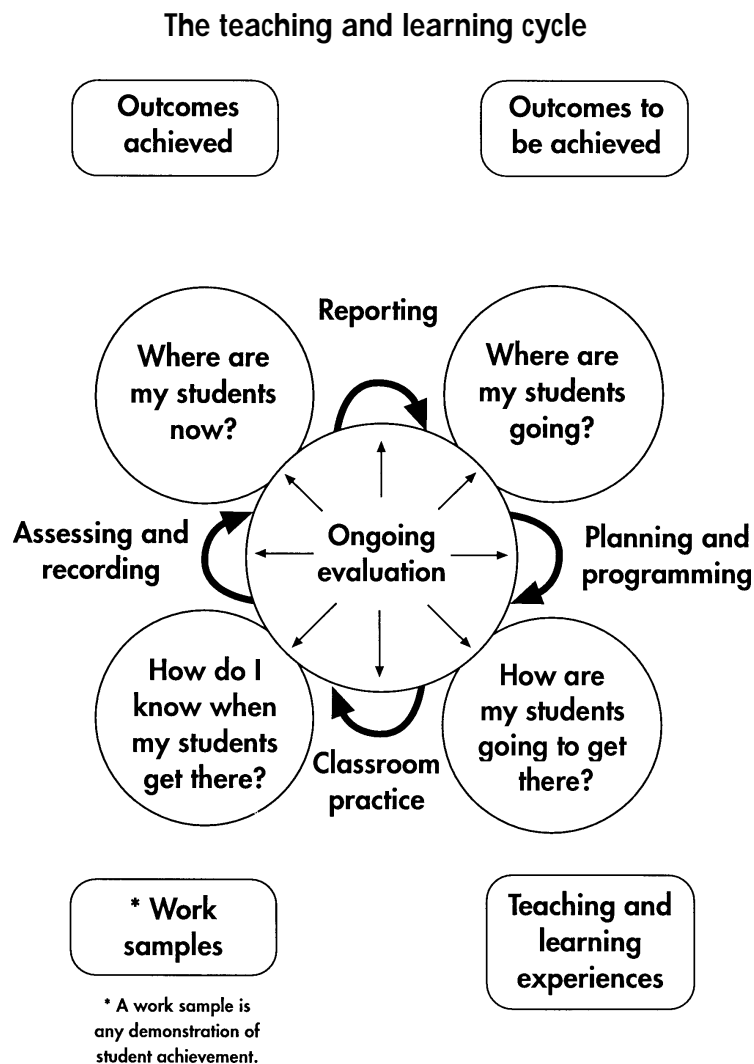
Obtaining information about students' literacy achievements

Teachers of Year 7 can collect information about their students' literacy achievements from a range of sources.

1. Primary schools can provide a wealth of information about students' literacy and languages achievements and experiences. By developing links with local feeder primary schools, languages teachers can begin to address such issues as what information would be most useful and the format in which it could be presented.

2. The ELLA results provide information about students' skills in reading, language and writing, both for individual students and for year groups. This provides a snapshot of students' achievements in the English language.
3. Any task in which students are involved is an assessment opportunity. Teachers are constantly making judgments about students' achievements and making decisions about further support, consolidation or acceleration on the basis of what learning outcomes students are demonstrating.
4. Support teachers within the school can provide additional information about students. ESL teachers can provide advice about students' levels of achievement using the ESL scales and the implications of this for the teaching program. Support teachers (learning difficulties) can provide advice about alternative or additional teaching strategies to assist those students who are experiencing difficulties.
5. Information needs to be collected about students' current knowledge, skills and understandings and their literacy achievements in the target language. This will guide teachers in designing programs to accommodate the range of learners within their classes.

The following diagram demonstrates the teaching and learning cycle.



A step-by-step approach to planning for literacy development in the languages KLA

The following is a suggested guide to assist languages teachers in planning and programming for literacy development. It is by no means prescriptive.

Step 1

Ascertain what skills, knowledge and understandings students currently have in the target language. It is suggested that a profile be developed for each student, indicating the level achieved in the four skills (listening, speaking, reading and writing). This will assist you to identify appropriate strategies to facilitate literacy development in your planning and programming.

Step 2

Develop target language outcomes and identify appropriate units of work, based on syllabus requirements and students' needs and interests.

Step 3

Identify teaching and learning strategies in the four skills areas which will facilitate language development in a communicative environment. You will need to take into account the range of abilities and students' learning styles.

Step 4

Select texts which give students the opportunity to explore a wide variety of text types, choosing texts which contain examples of language skills being taught in the unit. Discuss features of the text by incorporating strategies which allow students to focus on the language features of the texts, to explore the purpose and the intended audience of the text and to develop a metalanguage, i.e. a language to describe language.

Step 5

Select and sequence explicit strategies which assist students to focus on texts for reading and writing. Consider what the literacy demands of the planned work will be and determine the strategies that need to be in place to assist students in meeting these demands. These strategies will depend on the levels of proficiency which students currently have and are working towards in the target language.

Step 6

Incorporate strategies which assess students' development in reading and writing. Assessment tasks should be part of and flow naturally from well-structured reading and writing activities. It may be appropriate to scaffold activities in the four skills as a means of promoting development in reading and writing. Incorporate additional support for students experiencing difficulties.

Step 7

Develop an appropriate procedure to monitor and track students' achievement in literacy. For example, develop a list of literacy skills towards which students should be working.

Step 8

Establish a whole-school mechanism for discussing students' progress in literacy development across subject areas. (See Chapter 5.)

Planning and programming

In developing teaching and learning programs for target languages, we need to incorporate strategies for explicitly teaching literacy skills. This will involve matching resources, time allocation and teaching strategies with the learning needs of the students.

Once we have identified students' language and literacy skills, we can plan appropriate teaching programs which will assist literacy development in the target language and in English.

Syllabuses, curriculum support documents, text books and academic literature provide a fund of strategies which will support the development of the target language and literacy.

In planning for literacy outcomes, we should include opportunities for students to engage in talking, listening, reading and writing activities in the target language. While engaged in these activities, students will come to understand how language is used in communicating. We will need to plan activities which will enable students to participate in a series of whole-class, small-group, pair and individual experiences. The content chosen for these activities will be based on our assessment of students' needs, knowledge, interests and stage of schooling.

Teaching and learning strategies and their relevance to literacy development

Communicative language teaching promotes language development through interactive, student-centred tasks which are planned to maximise the student's use of the target language.

A communicative activity requires the students to share information and work collaboratively in pairs or groups to complete a task. In the process, students produce purposeful language and practise vocabulary relevant to the content while being actively engaged in a cognitive task.

Communicative language teaching does not rule out the teaching of “grammar”, nor does it consist only of “games” to entertain students. What it does provide is a balance between the elements of teacher input, student activity and language practice, in which the greater proportion of classroom time is given to student activities designed to maximise purposeful language learning.

It may be helpful to look afresh at the function of some strategies commonly used in communicative languages classrooms, and to consider their relevance to literacy development. This re-examination will highlight the possibilities of assessing literacy development through performance in the target language.

(a) **Shaping exercises develop and structure language within a piece of discourse.**

These include information gap exercises, sequencing exercises, cloze, dictagloss and matching exercises.

- **Information gap exercises** are language learning tasks which make use of the fact that some students have information that others do not, i.e. there is an “information gap” between them. The most common types of information gap activity are:
questionnaire
barrier game
cross group.

Literacy support

Information gap exercises develop students' language skills in description, comparison, identification and clarification.

- **Sequencing exercises** require students to reorganise written text, pictures or symbols into an appropriate sequence. In the case of written text, the activity is also known as “restructuring scrambled text”, or “jumbled text”.

Literacy support

Sequencing is valuable not only in accessing content but also in drawing students' attention to the organisation of a particular text type and to the language structures and features of the text.

- **Cloze exercises** require students to fill in missing elements of a text, either words at random, grammatical or content-based features e.g. nouns, verbs, colour words. Students reflect on the meaning of text both within and across sentences by looking for text clues.

Literacy support

The language skills necessary for cloze activities include skimming, scanning, predicting, referring backwards and forwards in the passage, selecting the most appropriate word, as well as identifying the most appropriate form of the word.

- **Dictagloss exercises** require students to listen to a text and take notes. They use their jottings to reconstruct a shared version of the text with the same meaning as the original. Students work collaboratively to process spoken information.

Literacy support

Collaborative effort allows the use of authentic texts of higher levels of difficulty than might otherwise be employed. Students are able to refine their language learning by using error analysis.

- **Matching exercises** give students the opportunity to exchange information across a barrier. They identify matching items with a partner or within a group.

Literacy support

These exercises allow students to develop language skills as well as assisting them to scan for information and identify similarities.

(b) Focusing exercises emphasise elements of the communication process.

These include drama activities, games, vocabulary building strategies and reading and writing strategies:

- **Drama activities** can include warm-up sessions, improvisations, role-play, story-telling, scripted plays and simulation.

Literacy support

Drama activities allow students to practise appropriate language in a wide range of contexts. Some types of drama activities, such as role-play, allow students freedom of choice in language and make it possible for experimental language to emerge.

- **Games** are a form of active learning where students are motivated to produce language in a clear framework. Some common language games are word association, observation, spelling, categorising, true-false, spot the mistake, fruit-salad, quiz shows etc. Games assist teachers to create contexts in which the language used is meaningful in a non-threatening environment.
- **Vocabulary building strategies**
Semantic maps require students to draw upon their prior knowledge of a topic and show the lexical and conceptual relationships between words or sections of a text.

Bilingual and monolingual dictionaries and special class word lists allow students to practise the skills of using reference works, a part of learning how to learn.

- **Reading and writing strategies**

In teaching reading and writing within a functional approach, we need strategies which assist students to develop an understanding of the semantic, grammatical and phonological and graphological patterns in the target language. Awareness of these patterns can be developed by:

(Semantic patterns)

- establishing a purpose for reading and writing
- focusing on the relationship between reader and writer
- focusing on the importance of reading for meaning and writing to communicate meaning
- highlighting the importance of responses to written text

(Grammatical patterns)

- focusing on teaching about language patterns in context
- developing understandings of grammatical features by encouraging students to discuss language features at text and sentence level

(Phonological and graphological patterns)

- highlighting the essential role of phonological awareness
- equipping students with a range of reading strategies to gain meaning from texts
- highlighting the relationship between sounds and letters or between characters and whole words
- developing understanding of concepts about print.

Strategies for reading

- *Predicting*: Students understand texts better when they have an idea of what they are about to read and of what language will be involved. Students can predict meaning using the title, pictures, text format, etc.
- *Skimming*: Reading a whole passage quickly, without stopping to consider particular words, phrases or sentences, allows students to gain an overview of the content to provide a context for more detailed reading.
- *Scanning*: The strategy of scanning involves letting the eyes quickly scan a passage in order to locate specific information or key words.
- *Reading for main idea*: Strategies to help students recognise the main idea(s) of a passage involve the skills of prediction, skimming and scanning. In addition, students can look for the topic sentence of a paragraph, or be asked to suggest suitable titles or sub-headings.
- Completing oral comprehension through questioning
- Oral retelling of the text

- Use of simple written cloze
- Identifying conventions of print in text being read
- Blending new sounds and known sounds to read words
- Revising and practising high frequency words using games etc.

Strategies for writing

- Clearly establishing a purpose for writing
- Identifying the target audience for the writing
- Providing a model of the writing
- Constructing texts using a guided and sequenced approach, explicitly teaching all the known grammatical features required in the writing
- Directing students in locating sources of information such as dictionaries, etc.
- Assisting students with editing their work
- Promoting student and peer evaluation of writing tasks.

Strategies for listening

Listening comprehension activities assist students to focus on specific information such as:

- main ideas or supporting details
- the order in which information is presented
- whether a statement is true or false
- reasons
- facts or opinions
- instructions.

Strategies for talking and speaking

We can make use of role-play as a method of instruction in which students act out real-life situations and discuss them. This allows students to put into meaningful practice what they have learnt and to experiment with language.

(Adapted from *School Based Training Course for LOTE Teachers*. (LIM Course), 1994

Selection of texts in languages other than English

Text types may differ from language to language. The way students are guided to deconstruct and construct texts in the English language may differ greatly from the way they are required to work with texts in other languages. Although the purpose for particular texts will be the same between languages, the language features, and the registers used will vary from language to language. This is because texts are embedded in the culture of the context.

As language teachers we will need to consider the following issues before selecting texts:

- Is it common practice for both spoken and written texts to be used?
- What are the roles of writer and reader or speaker and listener in the text?
- What kinds of texts are used in the culture of the target language?
- How different are the text types in English from those in the target language?
- How do we teach students to understand text types in the target language and at the same time reinforce text function and understanding in English?
- What are the different stages in texts when compared to English?
- How do we assist students to scaffold the stages in texts in the target language?

We should be careful to choose texts that enable us to use appropriate strategies for assisting students to develop literacy skills.

Criteria for choosing texts:

- Text should match students' instructional level in the target language (where a student can read at 90% accuracy).
- Activities developed around texts should assist students to explore the structure and features of a range of text types.
- Modelled and guided reading with the teacher and independent reading should be possible.
- The required teaching points should appear in the texts.
- They allow for whole-class, group, pair and individual learning.
- They reflect a variety of texts, including literary, factual and media texts.
- They reflect real language use, including texts with illustrations and diagrams and a range of textual features, such as a table of contents or a glossary.
- Students are able to explore different patterns in texts written for different purposes.

Suggested activities using some text types frequently used in languages classrooms

Text: Dialogues

Dialogues do not constitute a text type themselves. Depending upon their purpose they encompass a range of text types. Rather they are a mode of spoken communication. However, they are a common feature in languages classrooms and are presented in written form (with accompanying cassette or video support).

Teaching strategies:

Deconstruction stage

- Discuss the social purpose of the particular dialogue.
- Investigate the role of the participants in the dialogue.
- Identify language features in the dialogue.
- Use cloze activities to support vocabulary building and an awareness of language features.

Construction stage

- Change the participants in the dialogue.
- Assist students to write a new dialogue using the same subject.
- Change the subject but use the same participants.

These activities can be done in pairs, groups or individually

Text: Narratives/myths & legends

These are a type of narrative and are usually written in the past tense. They may be imaginary or factual.

Teaching strategies:

Deconstruction stage

- Identify the staging of the narrative; in English, a narrative usually contains an orientation, a series of events leading to a complication, a resolution and perhaps a coda.
- Explore the staging by cutting and pasting the stages and sequencing them.
- Discuss the social purpose of the narrative.

- Track participants by exploring the use of nouns and pronouns through a variety of communicative activities such as cloze, matching the first part of sentences with the second part in a list of choices, or marking references to people in one colour and actions by these people in another colour.
- Examine the structure of noun groups, perhaps through the use of semantic mapping.

Construction stage

Give students the orientation and complication stages of the narrative and ask them to write the resolution or coda.

Experiment by writing variations of the resolution or coda stages.

Ask students to write a sequel to the story.

Text: Letters (personal communications)

Letters are written for a variety of purposes and vary from the very formal to the personal. Letters of a personal nature may be written in the past tense and usually tend to reply to something from a previous correspondence or recount an experience. In languages classes they are often between penfriends, providing personal details in the present tense, or to tourist destinations seeking information.

Teaching strategies:

Deconstruction stage

- Discuss different purposes of letters.
- Brainstorm the sorts of things that people would write in personal letters and build a bank of words for students to draw from.
- Role-play the subject of the letter.

Construction stage

- Provide an outline of a letter, using the stages as scaffolding.
- Provide a letter with missing stages and have students complete the missing sections.
- Cut and paste the stages of the letter in correct order.
- Pair work or group work in constructing a variant of the letter.

A planned classroom approach to literacy development

A planned approach to literacy development in the classroom might involve the following sequences:

- setting the scene
- modelled reading
- reading activities
- guided reading
- independent reading
- guided writing
- independent writing
- reading by the teacher.

Setting the scene

Bring the class together to establish the outcomes of the languages lesson and remind students of previous activities which would link the lesson to previously learned skills and knowledge. Listening and speaking activities could focus on the targeted outcomes. Students could read known texts or other students' work to reinforce the listening and speaking activities.

Modelled reading

Demonstrate reading strategies such as re-reading, reading on, or using illustrations to predict and confirm meaning, and using graphological information. A discussion on text organisation and features of the text used in the lesson could assist students to concentrate on text construction and language demands.

Reading activities

Students work closely with written texts at their language level so that they can learn more about how texts are structured and how to access the information contained in the text. You could work with a group of students or with individual students to help complete the reading activities.

Guided reading

This strategy allows students to practise skills demonstrated in the modelled reading. It also allows you to observe and record students' use of various reading strategies. You will need to group students, based on their level in the target language, and then match students with texts. Students with general reading difficulties will need individual help.

Independent reading

This strategy enables students to read texts independently and to practise the reading strategies that have formed the focus of modelled and guided reading instruction. Encourage students to use vocabulary lists or dictionaries to find unknown words or to generally draw meaning from the context of the text. Provide a wide range of texts from which students may choose to read. For example, in a unit of work on *Travel*, you may find it appropriate to expose students to a range of reading sources, such as maps, charts, letters, postcards, timetables, copies of airline tickets, brochures, narratives etc. as ways of obtaining the same information. Based on their reading preferences, students may find some of these texts easier than others.

Guided writing

Students are involved in a joint construction of a written text. In this strategy, teachers need to make explicit the purpose for writing and the features which should be demonstrated. This will assist students in the construction of the text.

Independent writing

Students need opportunities to practise and gain control of an increasing range of text types. The range will be influenced by the level of the target language students are aiming for. Students will need help in editing their work. Sharing students' successful writing strategies with the class is a good way to promote self-esteem and will encourage students to assist each other during writing tasks. You should use students' writing as a guide for future programming and planning.

Reading by the teacher

In addition to providing a good model of reading in the target language this activity can reinforce the importance of reading for information and enjoyment.

(Adapted from *Teaching reading: A K-6 framework*, Department of School Education, 1997)

Silva (1993) pointed out that the research on writing in a second language has implications for the second language learning classroom. He proposed that teachers need to:

- devote more time and attention to reading, writing and linguistic concerns
- include more work on planning writing
- assist students to generate ideas, text structure and language so as to make writing manageable
- focus on content and organisation in one draft and on linguistic concerns in a subsequent draft

- provide realistic strategies for planning, transcribing and reviewing work.

Teachers might do this by using a theme or topic approach, thereby allowing students to build a syntactic and lexical repertoire in this area through repeated use.

The following unit of work will demonstrate ways in which the literacy development inherent in language teaching and learning activities can be made explicit.

Chapter 4:

Unit of work: Travel

Preamble

The texts in the following unit of work on the theme of travel are in English so that teachers of all languages will be able to read them with ease. In the classroom, the texts, the spoken activities surrounding them, and students' written work will be in the target language, except for a few exceptions which have been noted.

The unit of work is extensive and highlights a variety of the literacy strategies which teachers adapt to the everyday routine of languages teaching and learning. Though these strategies are being used with the target language, they can and do transfer to English.

In the light of current concerns about literacy achievements in English, we need to be explicit in drawing students' attention to the nature of the skills being developed.

A number of text types and their language features may differ from language to language, although the purpose of the text will remain the same.

The activities which follow do not, of course, represent all the teaching and learning processes which would be required if students are to develop mastery of the target language content. There is, however, a continuum of language development through both the text types and the types of activities. This means that the language demands related to Texts 7 and 8 are more sophisticated than those related to Texts 1 and 2.

Stimulus text 1

Planning my trip: Orientation

The purpose of this text is orientation to the topic or theme. This text exposes students to the aspects of the theme of travel, which will be dealt with in the unit. A number of language features will gradually be explored as each text is encountered.

Maria: *Hi Mark. How are you?*
 Mark: *Great! I'm going to Italy with my family.*
 Maria: *Wow!*
 Mark: *I'm going to see my pen friend in Rome.*
 Maria: *So how are your plans going?*
 Mark: *I'm going to apply for my passport. I'm waiting for a letter from my pen friend including a brochure on Rome. Then I'm going to send her my itinerary.*
 Maria: *Wow! How exciting! Where are you going to stay?*
 Mark: *I don't know yet.*
 Maria: *Good luck! Send me a postcard!*
 Mark: *OK! See you later!*

Target language version: Italian

Piani per il mio viaggio

Maria: *Salve Marco. Come stai?*
 Marco: *Benissimo. Vado in Italia con la mia famiglia.*
 Maria: *Fantastico!*
 Marco: *Vado a vedere una mia amica di penna a Roma.*
 Maria: *Allora come vanno i tuoi piani?*
 Marco: *Devo andare a fare domanda per il mio passaporto. Aspetto una lettera da un' amica di penna e un dépliant su Roma. Poi le mando il mio itinerario.*
 Maria: *Che bello! Dove pensi stare?*
 Marco: *Non lo so ancora.*
 Maria: *In bocca al lupo, allora! Mandami una cartolina!*
 Marco: *Va bene! Ciao, ciao!*

Language features

- Use of punctuation, question marks, exclamations
- Greetings
- Opening and ending conversations.

Literacy demands

- Locating simple information
- Understanding the cueing of questions and answers
- Identifying key ideas
- Inferring word meaning from context
- Inferring information.

Activity 1.**Orientation within the unit**

Various possibilities for oral presentation of the dialogue: older students or two teachers or a teacher with a parent etc.

Dialogue can be performed, perhaps with the support of pictures or realia.

Activity 4.**Cloze**

Students complete a cloze exercise with the key words omitted. These words should reflect the outcomes of the lesson or unit.

Literacy skill

- Placing key words in their context.

Activity 2.**Picture sequencing**

Pictures are presented as flash cards or on a computer screen. Students arrange pictures in correct order to match performance of the dialogue.

Literacy skill

- Association of words and pictures with aural stimulus.

Activity 3.**Caption sequencing**

Once pictures are placed in the correct order for the performed dialogue, students match the appropriate captions to the pictures. Sections of the dialogue are presented on flash cards or as text on a computer screen.

Literacy skill

- Text to picture association : using pictures to help understand a text.

Activity 5.

The full text is displayed and read by the teacher.

Students identify exclamations.

Students highlight and perform them.

Recognising exclamations (expressions spoken with emphasis and feeling).

Literacy skills

- Making the link between the spoken and the written form
- Identifying communicative pointers, such as punctuation signals
- Recognising exclamatory tone and speech melodies.

Stimulus text 2

Procedure text

When planning a trip overseas, you must do the following things:

- apply for a passport
- book your flight
- read the letter and brochure from your penfriend
- write to your penfriend
- write your itinerary
- book your accommodation
- pack your bags.



Target language version: Indonesian

Sebelum perjalanan saya harus:

- mendapat paspor
- memesan tiket pesawat terbang
- membaca surat dan brosur dari teman pena saya
- menulis kepada teman pena saya
- menulis rencana perjalanan
- memesan akomodasi
- mengepak koper dan tas.

Language features

- The positioning of verbs to convey the message of instructions
- Recognition of instructional form of verbs
- Use of the singular/plural (for some languages).

Literacy demands

- Identifying the purpose of the text
- Locating information
- Sequencing instructions according to different criteria, such as personal preference and logical order.

Activity 1.**Action game**

A simple action is demonstrated by the teacher while saying each of the actions in the checklist.

As the teacher says the actions students perform the action to match. After a few practice runs the teacher tries to trick students by saying one expression while doing a different action.

Literacy skill

- Matching movement to the spoken word.

Activity 2.**Word groups, word families**

Give students a scrambled list of base words of the verbs used in the checklist. Students match the base words with the verbs in the text.

Where necessary, students use a bilingual dictionary or a class word list to find the infinitives.

Literacy skill

- Word derivatives – recognising the connection between different forms of a verb.

Note: Teachers may need to explain that the base form of a verb is found in a dictionary.

Stimulus Text 3

**Identification Card**

Family Name: Watson
 Given Name: Mark
 Address: 29 Literacy Lane
 Tungsten NSW
 Country: Australia
 Telephone Number: 13465 1023
 Date of Birth: 20 February 1985
 Age: Twelve
 Sex: Male
 Passport Number: A200285
 Destination: Italy

Target language version: Chinese**身份证件**

姓: 王 名: 小华
 地址: 北京 人民路 15号
 国别: 中国
 电话号码: 93461023
 出生日期: 1985年2月20日
 年龄: 12
 性别: 男
 护照号码: A200285
 目的地: 意大利

Target language version: Vietnamese**Phiếu Lý lịch**

Họ: Trần Tên: Bằng Dương
 Địa chỉ: 29 đường Trần Cao Vân
 Quận Nhất, thành phố Hồ Chí Minh
 Quốc gia: Việt Nam
 Số điện thoại: 13465 1023
 Ngày sinh: 20 tháng Hai năm 1985
 Tuổi: 12
 Phái tính: Trai
 Giấy thông hành số: A200285
 Nơi đến: Ý-Đại-Lợi

Language features

- Use of personal identification words e.g., name, date of birth etc.

Literacy demands

- Use of numbers and dates.
- Recognising cognate words
- Interpreting requests for information
- Providing personal information.

Activity 1.**Modelling form filling**

- Display a blank identity card and fill in the details provided by one student.
- Issue a blank card to each student and have students working in small groups to complete the cards with their own details.

Literacy skills

- Recognising the purpose of the text
- Practising responding to oral questions
- Providing information on official forms.

Activity 2.**Cloze**

Students complete the following cloze by using the information contained in the identity card.

Hello. My _____ is Mark Watson.

I am _____ years old.

My date of _____ is 20 February 1985.

I am male.

My passport _____ is A 200285.

My _____ is 29 Literacy Lane, Tungsten.

My _____ is Australia.

My telephone _____ is 13465 1023.

My destination is _____.

Chinese cloze

根据材料填空:

你好, 我的 _____ 叫王小华。

我 _____ 岁。

我的 _____ 日期是 1 9 8 5 年 2 月 2 0 号。

我是男性。

我的护照 _____ 是 A 2 0 0 2 8 5 。

我的 _____ 是北京人民路 1 5 号。

我的 _____ 是澳大利亚。

我的电话 _____ 是 3 4 6 5 1 0 2 3 。

我的目的地是 _____ 。

Literacy skill

- Using the same information for a variety of purposes.

Stimulus text 4

A contextual note: This is Mark's first letter from Isabella. The school has arranged penfriends for all the students in Mark's class. She has just been told that Mark and his family will be visiting Italy in July. Her letter could come by post or e-mail.

Letter from a penfriend

Dear Mark,

Hi! My name is Isabella. I am twelve years old. I have two sisters, Caterina and Anna. Caterina is ten. Anna is seven. Do you have any brothers and sisters?

I live in Rome and I go to high school.

Okay! How are your plans going? Are you going to arrive in July? Great! Send me your itinerary.

See you soon,
Isabella

P.S. Here is a travel brochure on Rome.



Target language version: Greek

Αγαπητέ Μάρκο,

Γεια σου! Είμαι η Ελισάβετ. Είμαι δώδεκα χρονών. Έχω δύο αδελφές, την Κατερίνα και την Άννα. Η Κατερίνα είναι δέκα χρονών. Η Άννα είναι επτά. Εσύ έχεις άλλους αδελφούς και αδελφές;

Ζω στην Αθήνα και πηγαίνω στο Γυμνάσιο.

Ωραία! Ποια είναι τα σχέδιά σου; Θα έλθεις τον Ιούλιο; Θαυμάσια! Στείλε μου το πρόγραμμά σου.

Θα σε δω σύντομα.

Ελισάβετ

Υ.Γ. Σου στέλνω ένα ταξιδιωτικό φυλλάδιο για την Αθήνα.

Language features

- Greetings
- Personal questions and answers.

Literacy demands

- Understanding letter format: informal, personal
- Locating information
- Interpreting and processing information.

Activity 1.**Predicting**

The teacher announces the arrival of a letter and asks the students, in English, to predict the topics which might be found in the letter.

Literacy skills

- Predicting content of text
- Identifying key words in the letter.

Activity 2.

The teacher displays the text on OHP screen and issues a copy to each student.

The teacher reads the letter or plays a sound recording of it.

Students highlight words they recognise.

Students share these in groups of three.

The teacher conducts an oral survey and establishes the most commonly recognised words.

Literacy skills

- Scanning for meaning
- Locating key words for understanding.

Activity 3.**Paraphrasing or summarising**

In groups of three, students present four sentences which summarise what the letter is basically about.

Literacy skills

- Reading for global comprehension
- Collaborating with others to identify clues to meaning.

Activity 4.**Drafting a reply**

The teacher asks students to list the topics in the letter actually received. The teacher puts these on the OHP screen.

Students supply possible content for each section.

The teacher writes up useful words and phrases in a reference list.

Literacy skills

- Planning the stages for a text (letter in this case)
- Identifying language relevant to a topic.

Activity 5.**Writing a reply**

- In groups of three, students assemble a letter to Isabella from Mark.

- Students ask each other and the teacher for help, and draw on the reference list from Activity 4.

- Completed letters are read out.

- A selection of letters is made for inclusion in the class language magazine.

Literacy skills

- Constructing a letter in reply
- Preparing copy for publication.

Stimulus Text 5

Roma - "La città eterna"

Rome is the capital city of Italy. It is called the "Eternal City". The population is about 4 million. Rome is in the centre of Italy. Rome has many beautiful sights, including:

Places to visit

The Vatican City

- home of the Pope
- the smallest state
- famous for St Peter's Basilica

Via dei Condotti

- a famous street in Rome
- many exclusive shops

Il Colosseo

- about 2000 years old
- thousands of visitors each week
- famous for the gladiators

Piazza di Spagna

- very famous steps
- the Church of the Trinity at the top
- full of flowers in spring.

Target language version: Japanese

きょうと
京都

きょうと にほん
京都は日本のふるいまちです。
おてらがたくさんあります。
京都のさくらもゆうめいです。

ぎおん

おもしろいところです。
・ふるいたてもの
・おいしいおかしのみせ
・きものをきているひと

まつり

三つの大きいまつりがあります。
・五月十五日 あおいまつり
・七月十七日 ぎおんまつり
・十月二十二日 じだいまつり

こうつう

とうきょう
東京 → 京都
東京からしんかんせんまで二時間
ぐらいです。

Language features

- Use of adjectives and adjectival phrases.

Literacy demands

- Scanning for factual information
- Locating key words
- Linking text with illustrations.

Activity 1.**Reading the brochure**

- Students form pairs and discuss five facts in the brochure.
- Pair-share: two pairs share what they have understood.
- Reports to class : each group of four gives one fact from their discussion on the brochure.

Literacy skills

- Scanning for information
- Inferring meaning
- Recounting facts orally.

Activity 2.**Pairwork card game**

Three sets of cards are issued: pictures of places, names of places, descriptions. Students match the picture cards to the names and their descriptions.

Literacy skills

- Locating information and matching text to illustrations
- Interpreting vocabulary, pictures and codes.

Activity 3.**Structure puzzle – focus on the text in the brochure**

This activity will draw students' attention to the structure of the travel brochure given in Text 5.

Literacy skills

- Identifying key structures of a text (brochure)
- Predicting text content from headings, e.g. Il Colosseo
- Scanning for meaning
- Identifying key words.

Activity 4.**Reproduction of brochure**

- Students create a brochure about Sydney or their own town to take or send to their penfriend.
- Students use the given brochure as a model.
- Students create the brochure in the target language.
- The brochure should include a map of Sydney or students' own town.
- The text should give some general information about Sydney or the town and then some information about three famous sites.
- The teacher may need to give the students a number of descriptive sentences which students may use to assemble the text for their brochure. Students may use complete sentences or select short phrases to create a dot point format.

Literacy skill

- Constructing a special purpose text.

Stimulus text 6

Accommodation advertisements

The Napoletana Youth Hostel
 Kitchen, showers
 6 persons per room
 5 minutes walk to
 bus stop
 \$12 per night.



Target language version: French

Auberge de Jeunesse
 “La Verduze”
 Cuisine, douche,
 6 personnes par chambre,
 à 5 minutes de
 l’arrêt d’autobus,
 50F la nuit



I Tre Amici
 Guest house
 Comfortable,
 family atmosphere,
 large bathroom,
 breakfast and dinner
 included,
 on bus route
 \$80 per night.



Pension
 “Les Trois Amis”
 Confortable,
 ambiance familiale,
 grande salle de bain,
 petit déjeuner et
 dîner compris,
 autobus ligne 43,
 320F la nuit



Hotel Bellissimo
 Luxury, views,
 private bathroom,
 dining room,
 centre of town,
 \$120 per night.



Hôtel “Bellevue”
 Luxe, vue,
 salle de bain privée,
 restaurant,
 centre ville,
 480F la nuit



Language features

- The use of abbreviated style of writing in advertisements
- Vocabulary related to accommodation.

Literacy demands

- Reading advertisement texts for specific information
- Decoding the abbreviated style of writing found in advertisements
- Identifying purpose of text.

Activity 1.**Word identification activity**

- Issue each student with a copy of the texts.
- Read the texts aloud and work through them, asking questions which require students to find specific words in the target language to match meanings.
- Students support their search with reference to the standard signs.

Sample questions:

- (a) Which is the cheapest?
the most expensive?
the most reasonable?

- (b) Which one is in the centre of the city?
Which words tell you this?

- (c) How do you get from the guest house to the centre of the city?
Which words tell you this?

- d) Where can you cook your own food? Which words tell you this?

Literacy skills

- Locating key words
- Scanning for information
- Interpreting cognate words
- Using visual clues to support the search for meaning.

Activity 2.**Choosing and recommending: writing an exposition**

Students with a high level of competency in the language could write to Mark recommending one place and expounding its benefits.

Literacy skill

Organising arguments to support a point of view.

Stimulus text 7

Itinerary for Mark: Travel to Italy*Day 1 – Monday*

21.30 Depart Sydney QANTAS QF 002

Day 2 – Tuesday

7.00 Arrive Napoli

Bus to hotel

10.00 City tour with lunch in a local restaurant

16.00 Return to hotel

Day 3 – Wednesday

8.00 Breakfast in hotel dining room

Free day to visit Napoli

Suggested sights: Mt Vesuvius, Pompeii

Day 4 – Thursday

After breakfast, taxi to penfriend's place

Day 5 – Friday to Day 10 – Wednesday

Homestay

Day 11 – Thursday

13.00 Depart Napoli for Rome

18.30 Depart Rome for Sydney on QF 001

Target language version: German

Reiseroute

Erster Tag Montag

21.30 Uhr Abflug Sydney QANTAS QF 002

Zweiter Tag Dienstag

7.00 Uhr Ankunft München

Busfahrt zum Hotel

10.00 Uhr Stadtrundfahrt mit Mittagessen in einem landestypischen Gasthof

16.00 Uhr Rückkehr zum Hotel

Dritter Tag Mittwoch

8.00 Uhr Frühstück im hoteleigenen Speisesaal

Tag zur freien Verfügung für die Besichtigung von München
Besichtigungsvorschläge:
Schloss Nymphenburg,
Deutsches Museum*Vierter Tag Donnerstag*

Nach dem Frühstück mit dem Taxi zur Wohnung des Brieffreundes

Fünfter Tag Freitag bis zum zehnten Tag - Mittwoch

Aufenthalt in der Gastfamilie

Elfter Tag Donnerstag

13.00 Uhr Abfahrt von München nach Frankfurt

18.30 Uhr Abflug von Frankfurt nach Sydney mit QF 001

Language features

- Recognition of time (24-hour time)
- Responding to questioning words: when? where? how? who? with whom?

Literacy demands

- Recognising aspects of a procedural text
- Decoding and interpreting information from a timetable
- Cross-referencing information.

Activity 1.**Transposing the information into a timetable grid**

The teacher issues students with a copy of the modelled itinerary and a blank timetable grid and they complete the grid using information from the modelled itinerary.

In preparing to do this students can highlight times in blue, dates in yellow, places in green and activities in red.

Literacy skills

- Classifying information
- Finding information in one text form and expressing it in another text form
- Writing in note form
- Interpreting and sequencing events.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7.00		Arrive in Naples					
8.00		Bus to hotel					
9.00	Depart from Sydney						
10.00		City tour					
11.00							
12.00							
1.00							
2.00							
3.00							
4.00		Return to hotel					
Evening							
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7

Activity 2.

Students rewrite the itinerary for Mark, changing key places and dates. They choose their preferred format – procedure or timetable. They use the content from their letter to Isabella, the brochure she enclosed, and the advertisements for accommodation.

Literacy skills

- Finding information from a variety of text types and reformatting it to suit a different text type.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7.00							
8.00							
9.00							
10.00							
11.00							
12.00							
1.00							
2.00							
3.00							
4.00							
Evening							
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7

Stimulus text 8

Diary or journal writing: Recount

This is an integral part of language development and background speakers especially should be encouraged to keep a journal in the target language.

A trip diary*Day 1*

I am really excited because today we leave for Italy.

We leave at 9.30 by QANTAS.

Day 2

We arrived in Napoli by bus from Rome.

The city tour was great and we had lunch in a local restaurant.

The Hotel Bellissimo was a good choice. The food is wonderful.

Day 3

Wow! It's Wednesday already!

The time is going so fast.

My favourite site today was Pompeii.

Tomorrow I'm meeting my penfriend!

Day 4

I've met my penfriend Carola and she is really nice.

She lives close to the sea. Her house has beautiful views.

Day 5 to Day 10

I have spent the last five days with Carola and her family.

They are very hospitable. Things are very different here.

Day 11

Unfortunately I'm going home today.

I've had a wonderful time but it has all come to an end.

I fly out of Napoli at 1pm and catch the plane from Rome to Sydney at 6.30pm.

Target language version: Spanish

Un diario de viaje

Día 1

Estoy muy contento porque hoy salimos para España.

El avión de QANTAS sale a las nueve y media.

Día 2

Viajamos a Segovia en autobús desde Madrid.

La excursión por la ciudad fue fantástica y almorzamos en un restaurante local.

El Hotel San Marcos fue una buena elección.

La comida era riquísima.

Día 3

¡Vaya! ¡Ya es miércoles!

¡Cómo pasa el tiempo!

En este momento mi lugar favorito es Toledo.

Mañana voy a conocer a mi amiga corresponsal.

Día 4

He conocido a mi amiga corresponsal,

Carolina, y es muy simpática.

Vive cerca del mar. Su casa tiene unas vistas muy bonitas.

Día 5 al Día 10

He pasado los últimos cinco días con Carolina y su familia.

Son muy simpáticos.

La vida aquí es muy diferente.

Día 11

Lamentablemente vuelvo a casa hoy.

Lo he pasado estupendamente pero todo tiene su fin.

Salgo de Segovia a la una y tomo el vuelo de Madrid a Sidney a las seis y media de la tarde.

Language features

- Use of descriptive language
- Expressing ideas that have already happened
- Use of time words to connect events
- Expression of emotional reactions (likes and dislikes).

Literacy demands

- Retelling a series of events
- Use of past tense
- Ability to link ideas.

Activity 1.

Using three colours, students highlight *past tense structures*, *words that indicate time* and *expressions of emotional reaction*.

Literacy skill

- Identifying words by function.

Activity 3.

In groups of three or in pairs, and using the trip diary as a model, students write a trip diary for Mark or for a real or imaginary trip of their own.

Literacy skill

- Writing for a purpose – recounting real or imaginary events in an entertaining way.

Activity 2.**Mind mapping**

Students interpret the modelled trip diary visually.

This may take the form of happy or sad faces, a mind map, an explosion diagram, a collage of feelings with events, or positioning events on a map.

Literacy skill

- Clarifying and personalising content for meaning.

Sample unit: Programming format 1

Organisational focus	
Unit focus	
Year level	Time allocation
General objectives	Specific objectives
Activities and exercises	Development of literacy skills

Sample unit: Proformas

Activities and exercises (continued)	
Language	
Resources	
Assessment	
Evaluation	

Sample unit: Programming format 2

Stage:	Module:	Unit:	Class:	Time allocation:
General objectives			Specific objectives	
Activities	Exercises		Language development	Sociocultural aspects
			Literacy skills development	General knowledge
			Language and cultural awareness	
			Resources	Assessment
				Evaluation
Other learning experiences				

Assessment and follow-up

Stimulus text 1: Planning my trip

Activity 3

Caption sequencing

This activity is a good illustration of an additional step in assessment which language teachers may like to adopt. It may help to distinguish between assessing literacy strategies and assessing mastery of the target language.

If students look for clues in the language to match elements of the pictures, then a literacy strategy is being employed. The matching of language to pictures may not be correct in all cases, so mastery of the target language may not have been achieved, but if the process being used is correct then the student is displaying success in using a literacy strategy. The literacy strategy can be expected to transfer to use with English.

Activity 5

Recognising exclamations

Criteria relating to literacy:

- Identify the exclamations and the clues, such as punctuation, sentence length and speech melody.

Further support activities

- Exaggerated, clowning performance of the exclamations by teacher and students.
- Application of the exclamations to different mini-situations, especially different situations around the school.

Stimulus text 2: My checklist

Activity 2

Word groups, word families

Criteria relating to literacy:

- Students identify a common stem or section of the related imperatives and infinitives and are able to use that common part to find the infinitive in a dictionary or class word list.

Further support activities:

- Have students juxtapose the two forms of each verb, say them and point to the common sections and the different sections.
- Have students draw vertical lines between the sections of the words and use different colour highlighters for similarities and differences.
- Demonstrate how to consult a dictionary to students.

Stimulus text 4: Letter from a penfriend

Activity 5

Writing a letter in a group

If students can construct a letter which addresses each of the topics listed during the preparation for drafting and has a greeting section and a farewell section, the literacy skills which can be expected to transfer to English have been demonstrated.

If these criteria have not been met, you may choose to take the group through the drafting process again and guide their selection of sentences. Providing assistance with meanings in the target language may be necessary for students to select appropriate sentences and thus practise literacy strategies.

If the letter is also substantially correct in the forms of the target language, then the criteria for performance in the target language will also have been met.

Stimulus text 7: Itinerary**Activity 2****Writing an itinerary**

Criteria relating to literacy:

- Construct a workable format for Mark's itinerary.
- Provide some appropriate information for each day.
- Reformat the language so that it is in appropriate note form.

Criteria relating only to target language performance:

- Substantially correct forms of the target language.

Further support activities if necessary:

- Display and read out some of the information provided by other groups.
- Construct a composite itinerary with contributions from all groups in the class, drawing attention to the forms of language used in writing short notes.
- Use students who are having difficulty with the exercise as scribes for the OH transparencies or computer version for the whole class.

Chapter 5:

Planning a whole-school approach to literacy

This chapter should be read in conjunction with *Planning a Whole-School Approach to Literacy*, NSW Department of School Education, (1997).

Establish literacy as a school priority

At faculty and whole-school meetings discuss and develop understandings about the literacy demands of various KLAs and subjects.

The district literacy team can provide advice to faculty groups on ways to identify and describe these literacy demands.

Focus on Literacy, NSW Department of School Education, (1997) makes a useful starting point for meetings and professional development activities related to literacy.

Chapters 1 and 2 of this book describe the literacy skills, knowledge and understandings which students in Year 7 need to demonstrate in order to be successful.

Having established an understanding of the literacy demands of each subject, teachers should then examine their teaching programs to identify opportunities for systematic and explicit literacy instruction.

The literacy support team in the school should assist in highlighting opportunities to develop students' literacy skills in each subject. Support teachers, such as ESL teachers, STLDs and teacher-librarians, should be involved in providing advice about specific strategies.

The school needs to recognise the value of a whole-school approach to literacy and ensure it becomes part of the school management plan. Ways of meeting the professional development needs of individual teachers and faculty groups should be included in the plan. Teachers could be surveyed to establish their current knowledge and expertise. *Planning a Whole-School Approach to Literacy*, Appendix 1, is an example of a survey.

Sample survey from: *Planning a Whole-School Approach to Literacy*, Appendix 1.

(A) 1: Literacy survey of staff

Name: _____

Remember: Literacy includes reading, writing, speaking and listening in a range of contexts.

1. List any formal training qualification in literacy
 - (a) Preservice

 - (b) Inservice

2. Do you have any other relevant training that could be useful in the literacy area at this school? e.g. public speaking, writing, acting, computing...

3. In the area of literacy, list any skills that you feel would be of value to others in the work place.

4. Are you a member of any professional organisations that have literacy as a component? If so, please list.

5. List any literacy resources and/or strategies of which you are aware that could be used to benefit teachers and students at this school.

6. What classroom literacy activities do you use in your classroom?

Sometimes	Often	Regularly

- (a) What literacy programs or strategies do you think have been successful at this school?

- (b) Why?

8. (a) What literacy programs or strategies do you think have not been successful?

- (b) Why?

Thank you for taking time to complete this survey.

Determining priorities within the plan

In order to develop an appropriate literacy plan for the school, information about students' current literacy achievements needs to be analysed. The ELLA results can provide useful information about individuals' and year groups' strengths and weaknesses. An analysis of the areas in which students require additional support will indicate a focus for the plan.

Other information may be gathered by analysing School Certificate and Higher School Certificate results. Data gathered by teachers through informal and formal assessment tasks will also highlight areas needing support. Having collected and analysed all available data, the staff should determine priorities within the school plan. These priorities should also reflect the State Literacy Strategy.

Developing goals or objectives for the school plan

These priorities should then be translated into outcomes for students and teachers. These outcomes need to be written in language which is explicit and defines precisely what is to be achieved. Some outcomes will refer to short-term achievements, while others will be long-term. A short-term goal may be that all teachers have been trained in the NPDP modules, *Literacy across the KLAs, Years 7 & 8*. A long-term goal outcome may be that increased numbers of students take three unit courses.

Some of the goals will have implications for teachers' professional development, and this will need to be documented in the plan, including what form the professional development will take, how it will be provided and how it will be funded.

Resourcing the school plan

Collect information about available resources, both human and material. This will include the expertise which already exists within the staff and the district. It will also include surveying and collecting information about literacy programs which are already in the school. Appendix B in *Planning a Whole-school Approach to Literacy* offers one way of doing this. Determine which programs are achieving their outcomes and are aligned with the outcomes of the school plan.

Decide whether additional resources will be required to achieve the outcomes of the school plan. If additional human resources are needed, how will these be found?

Will it require a more flexible organisation of the school timetable? If additional material resources are required, how can these be budgeted for in the school plan? Ensure that all staff have the opportunity to provide input to the resourcing of the plan.

Sample from:
*Planning a Whole-School Approach
 to Literacy*, Appendix B.

(B) Mapping existing programs and strategies

Step 1: List all literacy programs and strategies operating in the school.

Step 2: For each strategy or program, you may wish to ask some of the following questions or you may wish to include others.

1. What is the program?

2. When was it developed?

3. Is it still current?

4. For whom was it designed?

5. Is it achieving its stated outcomes?

6. How do you know?

7. How is it implemented?

8. Is it used by all people who should use it?

9. Is it part of whole-school planning?

10. Is it part of financial planning?

11. Is it simple, practical and reliable?

12. Does it fit in with current Departmental policy?

13. Are there adequate resources for the program?

14. Is it supported by training and development?

15. How do you know whether or not it has made a difference to learning outcomes?

16. General comments:

Informing parents and the community

Parents and community members could be involved in developing the school plan. Participants could be drawn from the Parents and Citizens Association, local community groups or parents who express a particular interest. All parents and caregivers should be kept informed of the development and progress of the plan through meetings and newsletters. It might be necessary to provide this information in a range of community languages. When reporting on student achievement, each KLA should include information about literacy achievements and indications of areas requiring additional support. The nature of the support being supplied by the school should be indicated. To do this teachers will need to include literacy achievements in the criteria they apply to assessing students' work and have a plan in place to assist those students who are experiencing difficulties.

Evaluating the plan

Procedures for evaluating the overall success and the outcomes of the plan should be established and written into the plan. For long-term outcomes, indicators might need to be established to ensure that the school is working purposefully towards the achievement of those outcomes.

Implementation

Some strategies in a whole-school approach could include the following activities:

1. School meetings, where teachers can discuss and develop understandings about the literacy demands in each curriculum area.
2. The establishment of school teams which will work closely with the district literacy consultants to develop a framework for:
 - professional development of teachers
 - ongoing literacy information
 - school-focused and classroom-focused literacy strategies
 - assessing and reporting literacy outcomes
 - identifying and assisting students experiencing difficulties.
3. The inclusion of the literacy agenda in the school management plan.
4. Ongoing feedback to teachers and parents about students' literacy achievements through data collated from the ELLA, School Certificate and Higher School Certificate results and from school-based assessment.
5. The involvement of parents and community as part of the informing process.

The languages faculty

The development of effective literacy strategies in the languages faculty will require:

- awareness raising and discussion
- planning and programming.

Awareness raising

- The implications of a literacy strategy in languages should be discussed with particular reference to how English literacy skills relate to the development of literacy skills in the target language(s).
- As a faculty consider how the development of literacy skills in the target language supports the development and consolidation of English literacy skills.
- With the literacy coordinator, languages teachers can discuss the specific implications of the ELLA results:
 - What are the school priorities for literacy?
 - With regard to literacy skills, what does the school expect Year 7 students to be able to do by the end of the year?
 - How will the languages teachers contribute to the whole-school approach?

In some schools with a large number of students on non-English speaking background, a biliteracy approach may be an alternative strategy. An approach such as this focuses on literacy development in English for students whose first language is not English, through literacy development in the students' first language.

Planning and programming

- With the literacy coordinator and other support staff discuss the types of texts commonly used in languages classes and the literacy skills that can be enhanced through learning languages.
- Identify explicit teaching and learning strategies that will improve students' literacy skills.
- Consider whether the teaching and learning strategies will be appropriate to the literacy needs of all students.
- Where appropriate make relevant links with the development of literacy in the students' first language.
- Encourage parents of non-English speaking background to participate in school and community training in literacy.

- Outline to the whole school the significance of the development of literacy in the first language for English literacy.
- Consider strategies for informing parents and the community about the benefits to English literacy of literacy development in the first and second language.

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